

Personal and Public Identities: Our Identities

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WHERE ARE WE GOING? Mapping Style Guide

Standards

ACTFL: World-Readiness Standards for Learning Languages

All Levels

Goal Areas

Communication

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

 [World-ReadinessStandardsforLearningLanguages.pdf](#)

Goals/Enduring Understanding

Everyone has a unique identity. Identity is shaped by where we were born and where we live.

Learners will be able to:

- Greet and say goodbye to others and introduce themselves using appropriate norms of address
- Exchange information about themselves as they get to know others - name, feelings, age, nationality, country
- Exchange personal contact information - phone number, email, etc.
- Say what I like and don't like to do and ask others
- Acknowledge others' likes/dislikes briefly
- Comment on the percent of the world's population that does certain things
- Share information about themselves in their roles as global citizens

Essential Questions

- Who am I? Who are you?

Key Content

Supporting Structures / Patterns / Grammar

- What is your name? My name is.. (to be called)
- How are you? I am... (to be)
- Where are you from? I am (nationality). I am from... (to be, prepositions)
- How old are you? I am (have).... (to have)
- What is your phone number? email? It's...
- I like/don't like + definite articles and infinitive
- adjective agreement (nationality)

Priority Vocabulary

- Common courtesies and greetings, names, feelings
- Nationalities
- Nouns, verbs for likes
- Cities, countries, continents
- Adjectives expressing feelings
- Numbers to 100
- Months for giving birthdays
- Birthdate

Targets & Skills


Bloom's Taxonomy

Can-Do Statements / Language Functions

- Greet others and say goodbye using appropriate forms of address
- Introduce myself and respond to introductions; ask for names
- Ask and tell how I and others are feeling
- Ask and answer questions about nationality
- Ask and answer questions about where I and others live
- Ask and tell age and birthday
- Ask for and give likes, dislikes, and preferences with regard to activities
- Comment on the percent of the world's population that does certain things
- Identify countries and continents where the target language is spoken
- Share personal information in my role as an exchange student
- (English) Merge in information about learning a language/modes/rubrics

Intercultural Competence

- greetings by time of day

<ul style="list-style-type: none"> Activities Common expressions of courtesy Conjunctions - and, or, because <p> Unit 1 Our Identities Vocabulary.docx</p>	<ul style="list-style-type: none"> pattern of double names (Spanish) spelling of first and last name with target language alphabet
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HOW WILL WE KNOW THEY GOT THERE?

Assessments

Common "On Demand" Presentational
Summative: Written: Essay

Write a social profile bio that will introduce yourself. Talk about who you are, where you live, and what you like and dislike. Include as much information as possible. Then, tell a bit about who you are in your role as an exchange student.

 [Summative_Common_On_Demand_Presentational.docx](#)

Common Interpersonal
Summative: Performance: Authentic Task

Have a conversation where you introduce yourself. Talk about who you are, where you live, and what you like and dislike. Find similarities and differences between you and your partner.

 [Interpersonal Summative.docx](#)

Common Project Presentational
Summative: Other: Student Portfolio

Assume the role of an exchange student from another country where the target language is spoken or where your home language is spoken. Create a multi-media presentation that will introduce yourself to other speakers of the target language. Include the type of information that was part of this unit. (See attached project outline.)

 [Global Citizenship Portfolio Project.doc](#)

Common Interpretive #1
Summative: Performance: Authentic Task

Read (auto)biographical authentic texts about real or imaginary people or characters from the target cultures and share details on what you learn about that person.
See language specific attachment for assessment.

Common Interpretive #2
Summative: Performance: Authentic Task

Listen as someone talks about their likes and dislikes and share what you learn about that person.
See language specific attachment for assessment.

Common Interpretive #3
Summative: Performance: Authentic Task


Listen to someone introduce themselves with some personal details and demonstrate comprehension.


See language specific attachment for assessment.

HOW WILL WE GET THERE?

Learning Activities

Non-Language Specific

- Interpretive/Presentational** - Work with video or images that are based on If the World Were a Village of 100 People. Present a context like language. Give the categories and ask students to predict the correct percentage before showing. Students can view a video that shows the breakdown for the US ( <https://www.youtube.com/watch?v=mCTaiKxpWSA>). Then, the language specific version could be used to compare some of the statistics to those for a country where the target language is spoken.

 [Spanish-specific learning activities.docx](#)

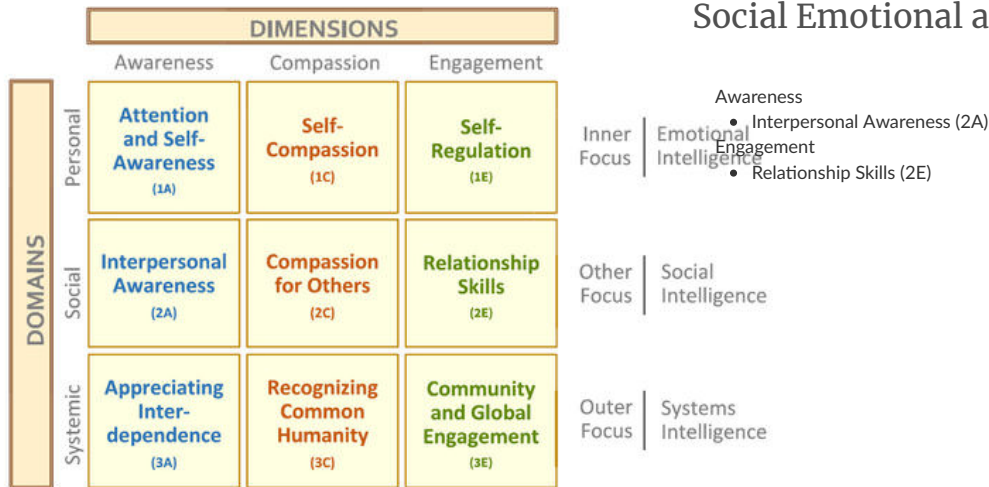
Sustainability

- We are all in this together

Digital Literacy

Global Education

Social Emotional and Ethical Learning



Resources

Non-language specific

- What if Everyone Lived in Just One City? https://www.youtube.com/watch?v=r_iNRGac_uM&spfreload=10 Interesting video in English about population. This might be assigned for viewing at home.

Technology

- Vocaroo
- Lingt Language
- EdPuzzle
- Kahoot

[Unit 1 Spanish Resources.docx](#)

Notes/Reflections